

## Fourth Grade

### The History of America (to 1850)

**Course Description:** *Fourth grade students will learn about native civilizations in North America, European explorations to the New World during the fifteenth and sixteenth centuries, and the political, economic, and social development of the British colonies in the seventeenth and eighteenth centuries. They will also study the early development of democratic institutions, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the Constitution. In addition, they will examine the history of Tennessee parallel to the development of the United States and how our state impacted our nation and the world. The purpose of fourth grade social studies is to give students their first concentrated study of the formative years of United States and Tennessee history, utilizing primary source documents, geographic tools, research, analysis, and critical thinking.*

#### **The Land and People before European Exploration**

*Students describe the legacy and cultures of the major indigenous settlements of Tennessee*

4.1 Students describe the legacy and cultures of the major indigenous settlements in Tennessee prior to the “civilized tribes” and their locations such as the Paleo, Archaic, Woodland, and Mississippian including but not limited to: (C, G, TN)

- Icehouse Bottom
- Eva Site
- Sellar’s Farm Site
- Mound Bottom
- Pinson Mounds
- Old Stone Fort

4.2 Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. (G)

4.3 Analyze and compare religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, Shawnee, Yuchi, and Chickasaw including but not limited to: (C, TN)

- principal chief
- summer and winter homes
- Beloved Women
- white jobs and red jobs
- recreation
- clans
- maternal designations

4.4 Describe the cooperation that existed between the Cherokee and Chickasaw Indians and how it resulted in the devastation of the Yuchi culture and expulsion of the Shawnee and Creek presence in Tennessee. (C, TN)

4.5 Create a visual display using multiple forms of media to identify with pictures geographic terms such as bluffs, swamps, isthmus, gulf, sea, bay, and cape. (G)

### **Age of Exploration (15th-16<sup>th</sup> Centuries)**

*Students trace the routes of early explorers and describe the early explorations of the Americas*

4.6 Students trace the routes of early explorers and describe the early explorations of the Americas including but not limited to: (E, H)

- Christopher Columbus
- John Cabot
- Vasco Núñez de Balboa
- Ferdinand Magellan
- Amerigo Vespucci
- Giovanni da Verrazzano

4.7 Identify the entrepreneurial characteristics of early explorers and the technological developments that made sea exploration by latitude and longitude possible. (E, G)

4.8 Compare maps of the modern world with historical maps of the world before the Age of Exploration. (G)

4.9 Locate and explain the routes of the major land explorers of the United States and Tennessee, the distances traveled by explorers, their aims, obstacles, and accomplishments including but not limited to: (C, G, TN)

- Robert de La Salle
- Hernando de Soto
- Henry Hudson
- Juan Pardo
- Jacques Cartier

4.10 Locate the North, Central, Caribbean, and South American land claimed by European countries. (G)

4.11 Analyze the impact of exploration and settlement on the indigenous peoples and the environment including but not limited to military campaigns, Columbian Exchange, and European agricultural practices. (C, G)

4.12 Students identify the five different countries (France, Spain, Portugal, England, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names, architectural features, and language. (G)

### **Settling the Colonies to The 1700s**

*Students describe the cooperation and conflict that existed among American Indians and between the Indian nations and the new settlers. Students understand the political, religious, social, and economic institutions that evolved in the colonial era*

4.13 Summarize the failure of the lost colony of Roanoke and allow students to theorize what happened. (G, H)

4.14 Describe the early competition between European nations for control of North America and locate the colonization efforts of the Dutch, French, and Spanish on a map. (E, G, H, P)

4.15 Understand the major ways American Indians and colonists used the land, adapted to it, and changed the environment. (G)

4.16 Compare and contrast the differing views on ownership or use of land and the conflicts between them including but not limited to the Pequot and King Philip's Wars in New England. (G, P)

4.17 Explain the cooperation that existed between the colonists and Native Americans during the 1600s and 1700s including but not limited to fur trade, military alliances, treaties, and cultural interchanges. (G, P)

4.18 Describe the conflicts between Indian nations, including the competing claims for control of land including but not limited to actions of the Iroquois, Huron. (G, P)

4.19 Analyze and explain the factors that led to the American Indians defeat, including the resistance of Indian nations to encroachment and effect on native language and culture. (C, H, P)

4.20 Locate and identify the first 13 colonies and explain how their location and natural environment influenced their development. (G)

4.21 Explain the significance of the relative location of a place including but not limited to proximity to a harbor, on trade routes when reviewing the settlement patterns of colonists. (E, G)

4.22 Identify major leaders and groups responsible for the founding of the original colonies in North America and the reasons for their founding including but not limited to: (P)

- Lord Baltimore, Maryland
- John Smith, Virginia
- Bartholomew Gosnold, Virginia
- Roger Williams, Rhode Island
- John Winthrop, Massachusetts

4.23 Draw from informational text how economic opportunities and political, religious, and social institutions evolved in the colonial era. (C, E, G, H, P)

4.24 Understand the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. (P)

4.25 Contrast these democratic ideals and practices with the presence of enslavement in all colonies. (P)

4.26 Outline the religious aspects of the earliest colonies including but not limited to: (C)

- Puritanism in Massachusetts
- Anglicanism in Virginia
- Catholicism in Maryland
- Quakerism in Pennsylvania

4.27 Explain various reasons why people came to the colonies, including how both whites from Europe and blacks from Africa came to America as indentured servants who were released at the end of their indentures. (E, G)

4.28 Summarize how African-American culture was different from their African past. (C)

4.29 Explain how the British colonial period created the basis for the development of political self-government and a free-market economic system including but not limited to *Mayflower Compact* and *Fundamental Orders of Connecticut*. (E, P)

4.30 Identify and evaluate instances of both cooperation and conflict between American Indians and European settlers and the impact it had on religious practices, land use, political structures, health and health systems. (C, E, P)

4.31 Locate and label a map the location of the settlements of Jamestown, Plymouth, New Netherland, New Sweden, and the Massachusetts Bay Colony. (G)

4.32 Summarize the events that lead to the new colonies of Rhode Island, Delaware, Connecticut, Pennsylvania, Maryland, the Carolinas, and Georgia. (C, G, P)

4.33 Summarize the events that lead many Scots Irish to migrate from England to Ireland to North America and eventually Tennessee. (C, P, TN)

4.34 Trace the later exploration routes of James Needham and Gabriel Arthur into Tennessee and those of Marquette and Jolliet by river and explain the purpose of their travels. (G, P, TN)

4.35 Explain the impact of individuals who created interest in land west of the Appalachian Mountains including but not limited to: (C, G, TN)

- Daniel Boone
- William Bean
- Uriah Stone
- Thomas Sharpe Spencer
- Kasper Mansker
- Dr. Thomas Walker
- Richard Henderson

**Primary Documents and Supporting Texts to Read:** excerpts from the Mayflower Compact; excerpts from the Fundamental Orders of Connecticut

## **The War for Independence (1760-1789)**

*Students explain the causes, course, and consequences of the American Revolution and the foundations of the future state of Tennessee*

4.36 Describe the course, consequence, and outcome of the French and Indian War including the massacre at Fort Loudoun. (C, G, P, TN)

4.37 Explain the effects of transportation and communication on American independence including but not limited to long travel time to England fostered local economic independence, and regional identities developed in the colonies through regular communication. (C, E)

4.38 Explain how political, religious, and economic ideas and interests brought about the Revolution including but not limited to: (C, E, P)

- resistance to imperial policy
- the Stamp Act
- the Townshend Acts
- taxes on tea
- “*taxation without representation*”
- Coercive Acts

3.39 Explain the different forms of protests Americans used to try and change British policies such as the Boston Tea Party, tar and feathering, letter writing, and boycotts. (E, P)

4.40 Explain the events leading to the Battle of Alamance between Regulators and the North Carolina colonial government and why the outcome resulted in more settlements in Tennessee. (P, TN)

4.41 Write a short research piece summarizing the events of Tennessee’s first settlement and settlers including the Watauga Purchase, Watauga Compact, Transylvania Purchase and the Treaty of Sycamore Shoals, James Robertson, Little Carpenter, Dragging Canoe, Nancy Ward, and Richard Henderson. (H, P, TN)

4.42 Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)

4.43 Identify the people and events associated with the drafting and signing of the *Declaration of Independence*. (H, P)

4.44 Draw evidence from the Declaration of Independence to determine its significance in identifying colonial grievances and make arguments in declaring independence from Great Britain. (P)

4.45 Analyze the views, lives, and influences of key leaders during this period including but not limited to: (P)

- King George III
- Patrick Henry
- Alexander Hamilton
- Thomas Jefferson
- George Washington
- Benjamin Franklin
- Thomas Paine
- John Adams

4.46 Determine the meaning and identify the terms Loyalists, Patriots, Minutemen, Overmountain Men, and Redcoats to describe people during the Revolution. (C)

4.47 Locate and identify the major military battles, campaigns, and turning points of the Revolutionary War including but not limited to: (G, H, TN)

- Lexington and Concord
- Bunker (Breed’s) Hill

- Princeton and Trenton
- Saratoga
- King's Mountain
- Yorktown

4.48 Understand the roles of the American and British leaders, and the Indian leaders' alliances on both sides. (P)

4.49 Identify the contributions of France, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution including but not limited to the Marquis de Lafayette, Kósciuszko, and Baron von Steuben. (H, P)

4.50 Write an opinion piece explaining how the ideals set forth in the *Declaration of Independence* changed the way people viewed slavery with supporting detail. (E, P)

4.51 Explain how the Revolution affected the Watauga Settlement including but not limited to: (P, TN)

- Washington District
- Cherokee War
- Nancy Ward
- Treaty of Long Island
- Chickamauga Petitions
- Watauga Petitions

4.52 Integrate from several texts describing the different roles women played during the Revolution including but not limited to Abigail Adams, Martha Washington, Phillis Wheatley, and Mercy Otis Warren. (C, E)

4.53 Explain the reasons, plan, and difficulty in creating the new Cumberland Settlement including but not limited to: (G, TN)

- Richard Henderson
- James Robertson
- John Donelson
- salt licks
- severe winter
- river travel
- Cumberland Compact
- Battle of the Bluffs

4.54 Explain the impact the ending of the Revolution had on Tennessee compared to the United States including but not limited to movement west, new government, and new boundaries. (G, P, TN)

**Primary Documents and Supporting Texts to Read:** Declaration of Independence; excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry

## **Creating a New Government**

*Students describe the people and events associated with the development of the Constitution.*

4.55 Explain the reasons for the adoption of the Articles of Confederation and how its weaknesses eventually led to its failure and motivated the Watauga leaders to form the State of Franklin including but not limited to no power to tax, weak central government, and Shays' Rebellion. (P, TN)

4.56 Identify the various leaders of the Constitutional Convention and describe the major issues they debated including but not limited to distribution of power, rights of individuals and states, Great Compromise, and slavery. (C, E, H)

4.57 Explain the ratification process and write a short piece defending the proposal of the Constitution with supporting facts. (P)

4.58 Describe the significance of the Constitution of 1787, including the struggles over its ratification and the reasons for the *Bill of Rights* including but not limited to Virginia Plan, New Jersey Plan, Great Compromise, Federalists, and Antifederalists. (P)

4.59 Describe how the Constitution is designed to secure our liberty by both empowering and limiting central government including but not limited to separation of powers, checks and balances, preamble, and amendments. (P)

4.60 List and interpret the American ideals expressed in the song "America the Beautiful". (C, P)

**Primary Documents and Supporting Texts to Read:** Preamble of the Constitution; excerpts from Articles 1, 2, and 3 of the United States Constitution; the Bill of Rights; excerpts from Abigail Adams letters to John Adams; excerpts from the journal of John Donelson from the journey to the Cumberland Settlement

### **The New Nation's Westward Expansion (1790-1850)**

*Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.*

4.61 Describe the events, precedence, and successes of the presidency of George Washington and list his cabinet members. (H)

4.62 Explain the events that lead to the creation of Washington D.C. including but not limited to Pierre L'Enfant. (H)

4.63 Label and locate the Territory South of the River Ohio on a map, identify its leaders, and explain how it was the first step to statehood including but not limited to William Blount, John Sevier, Rocky Mount, and the Treaty of Holston. (G, P, TN)

4.64 Explain the political fight and the compromise that allowed Tennessee to become a state including but not limited to Joseph McMinn, Federalist v. Republicans, and Albert Gallatin. (H, P)

4.65 Write an opinion piece using supporting detail explaining the political beliefs of John Adams and Thomas Jefferson and contrast their actions as president. (H, P)

4.66 Detail the events, struggles, success and main people of the Corps of Discovery and map

the route across the continent including but not limited to Louisiana Purchase, Lewis and Clark, Sacagawea Zebulon Pike, and John Frémont. (G, H, P)

4.67 Use concrete words, phrases, and sensory details to convey the experiences of settlers on the overland trails to the West including but not limited to location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate. (C, E, G)

4.68 Write a short research piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west including but not limited to: (C, G, H, P, TN)

- Cumberland Gap
- Natchez Trace
- Jackson Purchase
- transportation
- housing
- location
- food
- clothing
- gender roles
- education
- entertainment

4.69 Explain the causes, course, and consequences of the War of 1812 including but not limited to: (H, P)

- trade restrictions
- impressment
- war hawks
- Tecumseh
- U.S.S. Constitution
- Tippecanoe
- William Henry Harrison
- burning of Washington D.C.
- Francis Scott Key

4.70 List and interpret the American ideals expressed in the song “The Star-Spangled Banner”. (P)

4.71 Analyze and describe the role of Tennessee in the War of 1812 including but not limited to: (H, TN)

- Andrew Jackson
- Battle of Horseshoe Bend
- Sam Houston
- Volunteers
- Battle of New Orleans

4.72 Explain the reasons for the rivalry between Sevier and Jackson and how this impacted the rivalry between Middle and East Tennessee. (H, P, TN)

4.73 Write a short story describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee with supporting text. (G, H, TN)



4.74 Describe and explain the contributions of Sequoyah. (C, H, TN)

4.75 Explain the controversy of the election results of 1824 and 1828. (H)

4.76 Describe the major events in Jackson's presidency including the Indian Removal Act, reducing the national debt, preserving the union, and abolishing the national bank. (H)

4.77 Analyze the impact of the Indian Removal Act on the Cherokee, detail their resistance to being removed, and map the movement west including but not limited to: (C, G, H, TN)

- Treaty of New Echota
- John Ross
- John Ridge
- collection camps
- Trial of Tears

4.78 Integrate information from two texts explaining the events that led Texas to fight for independence against Mexico and the contributions of Tennesseans Sam Houston and David Crockett. (H, P, TN)

**Primary Documents and Supporting Texts to Read:** "The Star Spangled Banner", Francis Scott Key; excerpts from letters of Meriwether Lewis from the Corp of Discovery

### **The Growth of The Republic (1800-1850)**

*Students describe the emergence of a fledgling industrial economy. Students describe the rapid growth of slavery in the South after 1800 and the abolition movement to end slavery.*

4.79 Analyze and describe the changes occurring in the United States after the War of 1812 and site evidence of these changes in Tennessee including but not limited to Industrial Revolution, mass production, gristmills, steamboats, and the 2<sup>nd</sup> Great Awakening. (C, H, TN)

4.80 Explain the expansion of the plantation system and slavery as the demand for cotton production grew and the impact of the cotton gin. (C, E, G)

4.81 Describe the mechanization of cleaning cotton with cotton gin/textile industries. (E)

4.82 Describe how the manufacturing economy supplements agricultural economy. (E)

4.83 Explain the emerging urbanization in the North. (G)

4.84 List and explain the changes in the new Tennessee State Constitution of 1834 and defend your support or opposition of it with supporting facts including but not limited to public education, state capital location deadline, slavery, voting qualifications. (C, P, TN)

4.85 Explain the significance of and consequences ensuing from the abolition of slavery in the Northern states after the Revolution, and of the 1808 law that banned the importation of slaves into the United States. (C, E, P)

4.86 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)

4.87 Identify the characteristics of slave life on plantations across the South and farms in the North. (C, E, P)

4.88 Conduct a short research project detailing the surprise nomination and election of James K. Polk and list his accomplishments in office including but not limited to Texas statehood, expansion of the country, one term promise. (H, P)

4.89 Draw evidence from informational texts explaining the cause, course, and consequence of the Mexican War including but not limited to Winfield Scott. (H)

4.90 Identify prominent people and reform movements in the United States during the mid-19<sup>th</sup> century, including: (C, P)

- Dorothea Dix and her quest for prison reform and help for the mentally ill
- Horace Mann and public education
- Denmark Vesey, Nat Turner, and Gabriel Prosser and their resistance to enslavement
- Frederick Douglass, the Grimke sisters, and William Lloyd Garrison and the abolition of slavery

4.91 Write informative text describing the search for gold in California and how the Gold Rush moved east to places such as Colorado and the Dakotas. (C, E, G)

4.92 Explain the events, political debate and concerns, and outcome of the Compromise of 1850 and the Kansas and Nebraska Act. (H, P)

4.93 Create a visual display using multiple forms of media to name the states and territories that existed in 1850, their locations, and major geographical features including but not limited to mountain ranges, principal rivers, and dominant plant regions. (G)

**Primary Documents and Supporting Texts to Read:** excerpts from the writings of Frederick Douglass